

support every child
reach every student

Dual Credit Data

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May 2016

Our Learning Goals

During this workshop we will explore:

- the data sources that allow us to look at Dual Credit students and programs from various perspectives
- provincial level enrolment and achievement highlights for students taking Dual Credits
- post-secondary transition rates

Achieving Excellence

Our renewed goals for education are:

- **Achieving Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
- **Ensuring Equity:** All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
- **Promoting Well-Being:** All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
- **Enhancing Public Confidence:** Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

Key Questions When Analysing Data

1. Purpose

Why did we collect this data? How might this be useful?

2. Description

What are the patterns/items of interest that you notice from this data?

3. Limitations

What are the limitations of this data?

4. Inferences and Questions

What further questions does this data generate for you?

5. Next Steps

What other data do we need to help frame future action?

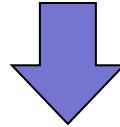


Data helps us to...

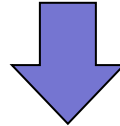
- ask “Why?”
- see trends and call into question certain patterns
- anticipate the future by understanding the past
- highlight inequities that need remediation
- move from “intuition” to “deduction”
- validates or repudiates assumptions
- enables us to move closer to causation

Levels of Data

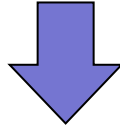
Student



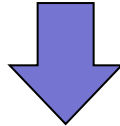
Course/Class



School



Board



Province

What data does the ministry look at?

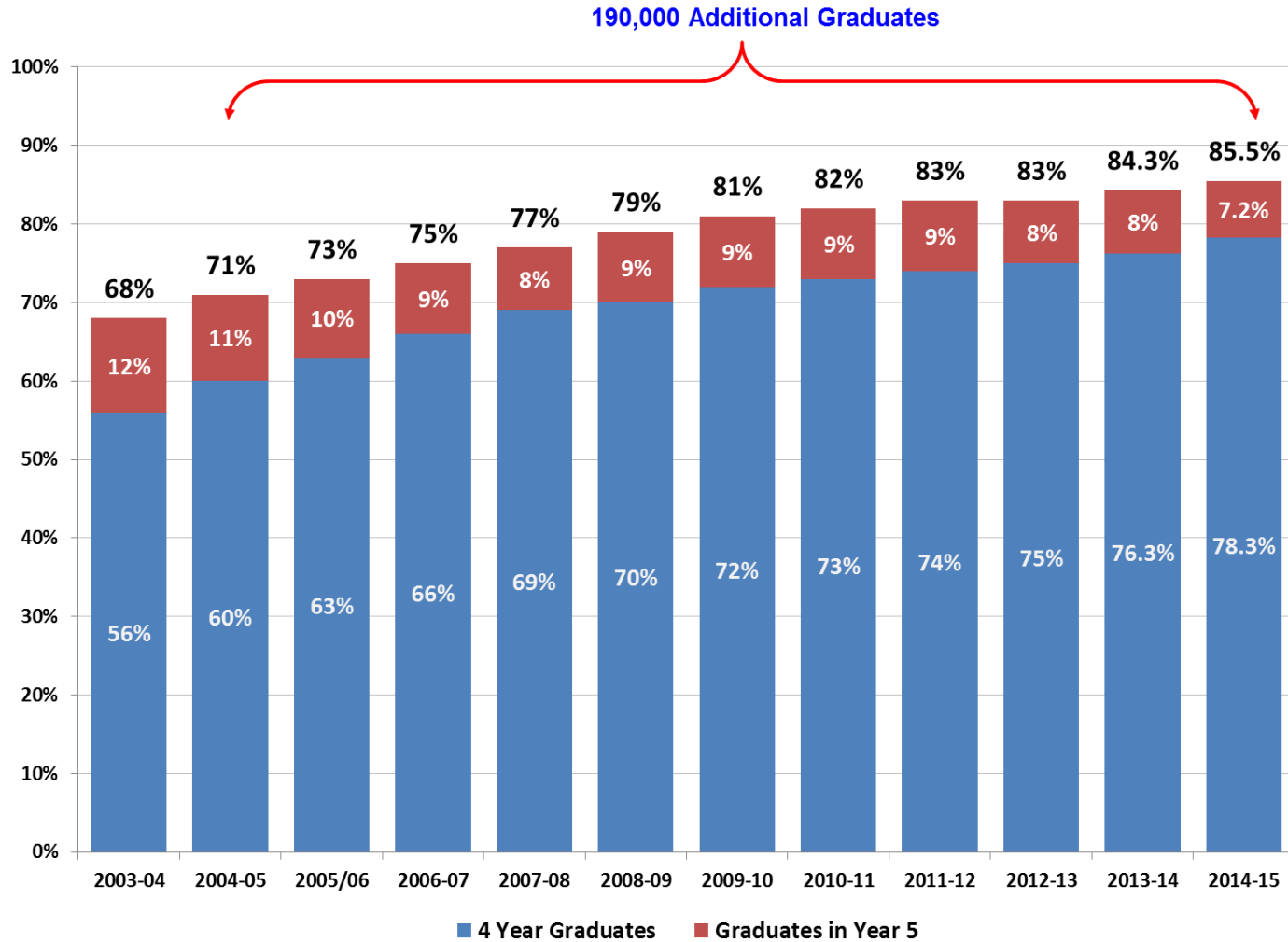
- Credit accumulation rates
- Pass rates
- Mark Distribution
- Differences between courses, programs, and subpopulations of students
- Provincial and Board graduation rates
- Trend data
- Transitions to PSE

How does the ministry use data?

We answer questions such as:

- Which boards are performing well? Which boards are not?
- Which schools are performing well? Which schools are not?
- Are credit accumulation rates increasing, decreasing or remaining the same?
- Which courses are proving most difficult for students to pass?
- How are students with special needs doing relative to all students?
- Are there regional differences/trends in any performance areas?
- What trend data is worth further investigation?
- Where are there pockets of excellence to help us improve results?
- What do the indicators tell us about the future graduation rates?
- How many students are registering in college or university?

High standards and expectations: Provincial Graduation Rate



6 key levers for secondary reform:

1. Leadership infrastructure
2. Engaging and relevant programming
3. Effective instruction
4. Focused Interventions for students at risk of not graduating
5. Legislation and policy development
6. Research, monitoring and evaluation

Dual Credit Data Sources

- Enhanced Data Collection Solution (EDCS)
- Ontario School Information System (OnSIS)
- Ontario College Application Service (OCAS)
- Ontario Universities' Application Centre (OUAC)
- Student Surveys and Testimonials

Enhanced Data Collection Solution (EDCS)

- board level aggregate student data
- board level aggregate program data
- proposal data
- financial data

User Name: Alisha Bhanji (KEY0011875)

L18DCEXT - L18 DUAL CREDITS EXTRACTS

* indicates that this data must be provided

Report/Extract Criteria

Organization:	<input type="text"/>	
*Academic Year:	2013-14	
*Report/Extract	L18 Dual Credit Extract selection screen	
*Format:	Commas-separated values	
*Language:	English	

- *Extract/Report
- L18DC501 - L18 Dual Credits Total Approved Funding Extract
 - L18DC502 - L18 Dual Credits Form 1 - RPTs Extract
 - L18DC503 - L18 Dual Credits Form 2 - Activities + Forums Extract
 - L18DC503B - L18 Dual Credits Form 2 - Activities + Forums By Board Extract
 - L18DC503C - L18 Dual Credits Form 2 - Activities + Forums By College Extract
 - L18DC504 - L18 Dual Credits Form 3 - Dual Credits Extract
 - L18DC504B - L18 Dual Credits Form 3 - Dual Credits By Board Extract
 - L18DC504C - L18 Dual Credits Form 3 - Dual Credits By College Extract
 - L18DC505 - L18 Dual Credits Board and College Funding Extract
 - L18DC506 - L18 Dual Credits Student Data Report Raw Stats Extract
 - L18DC506B - L18 Dual Credits Student Data Report Raw Stats By Board Extract
 - L18DC507 - L18 Forums and Activities Notes Extract
 - L18DC508 - L18 Dual Credits Program Notes Extract
 - L18DC509 - L18 Dual Credits Transportation Funding Extract
 - L18DC509B - L18 Dual Credits Transportation Funding Extract By Board
 - L18DC509C - L18 Dual Credits Transportation Funding Extract By College



Unique Data Elements to EDCS

- Student and financial information by program and regional planning team (RPT)
- Program composition
- Disengaged and underachieving students
- Students who had previously dropped out

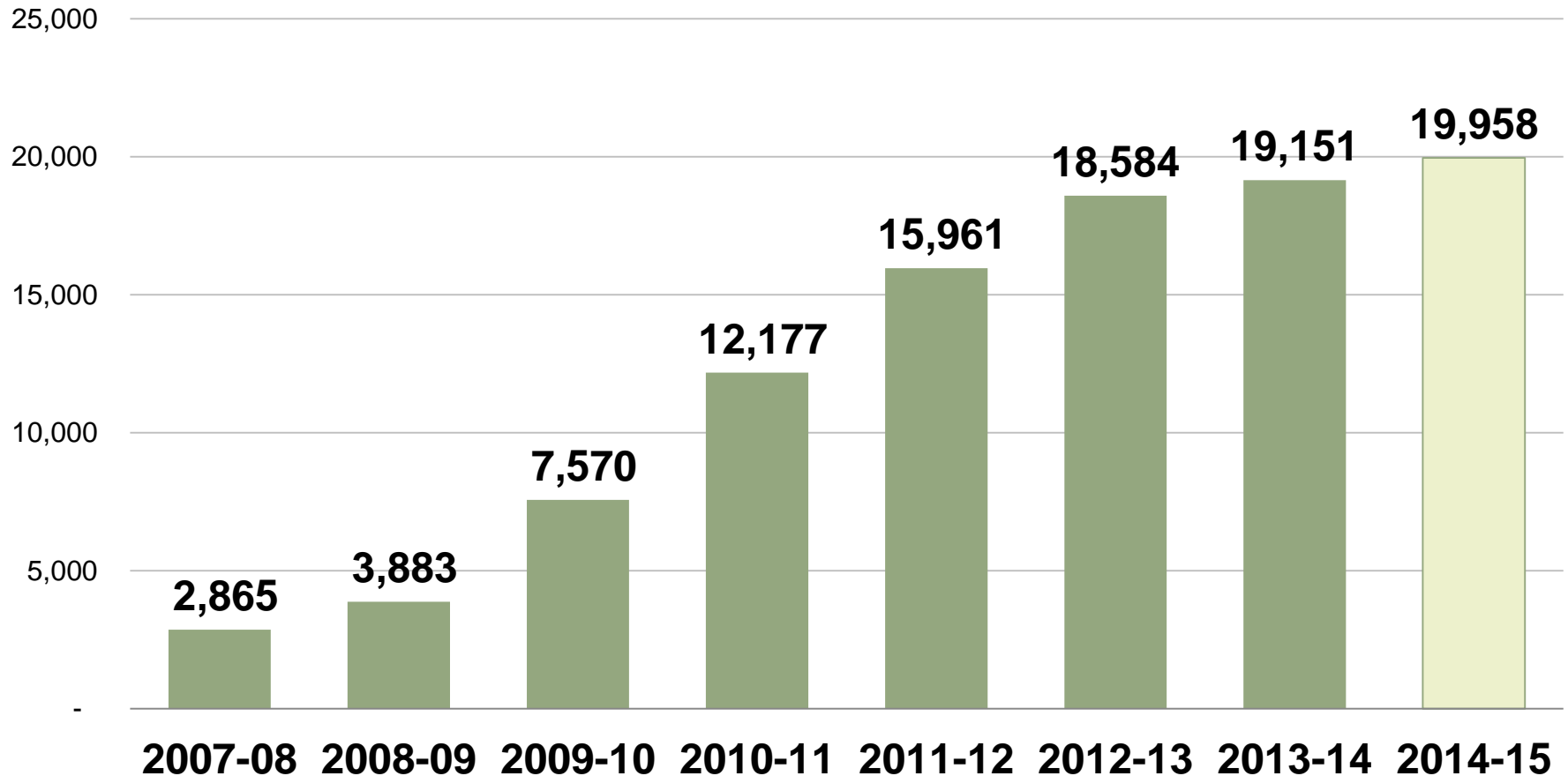
What is the data used for?

- Approval process
- SMART Goal Reports
- Dual Credit Student Data Report
- Ad Hoc Reporting

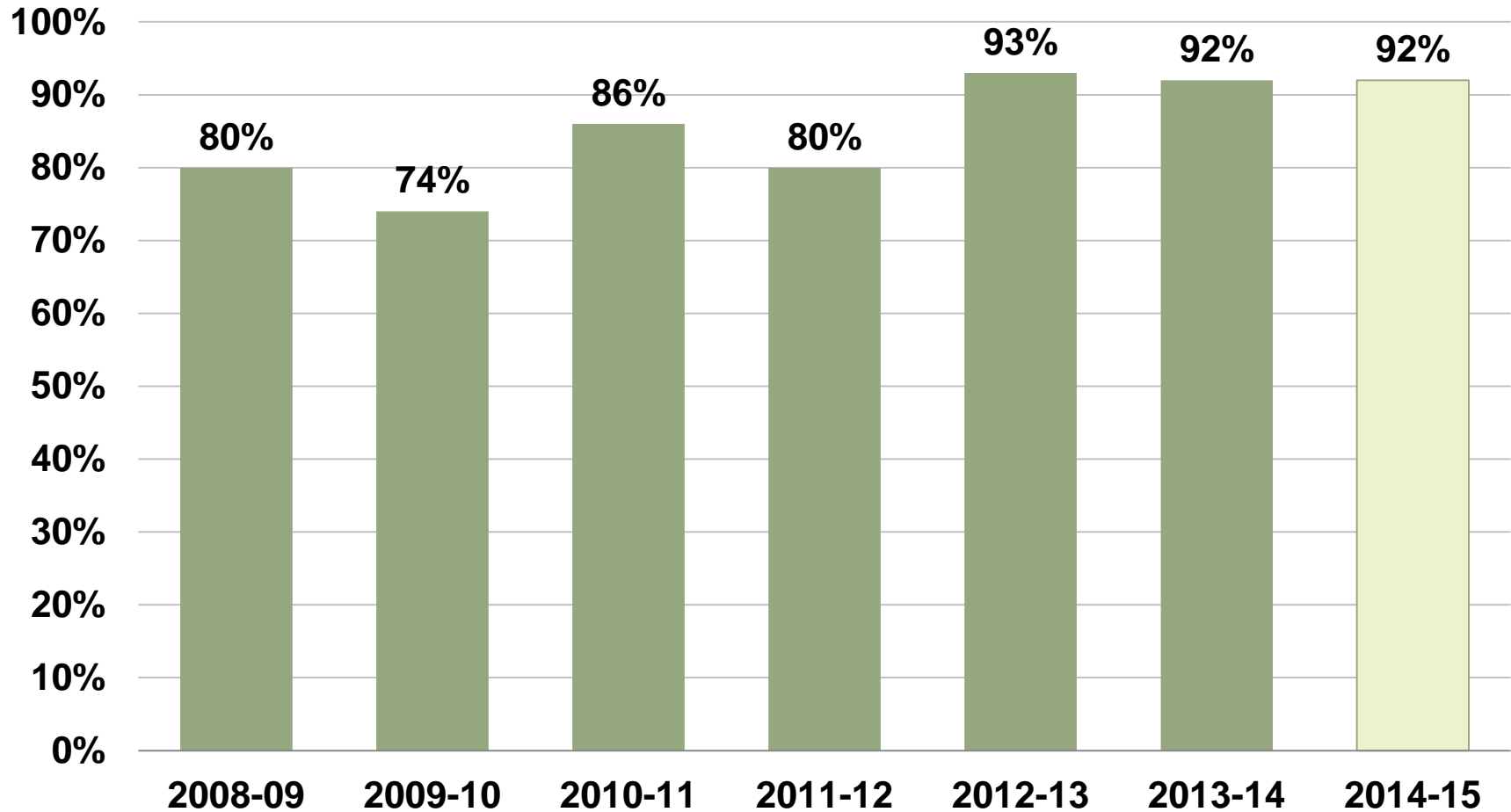
Dual Credit and SMART Goal Reports

- provide the dual credit community and general public a clear description of dual credit programs and students
- posted on the EDU website since 2008-09
- data informed decisions
- Transparency and accountability

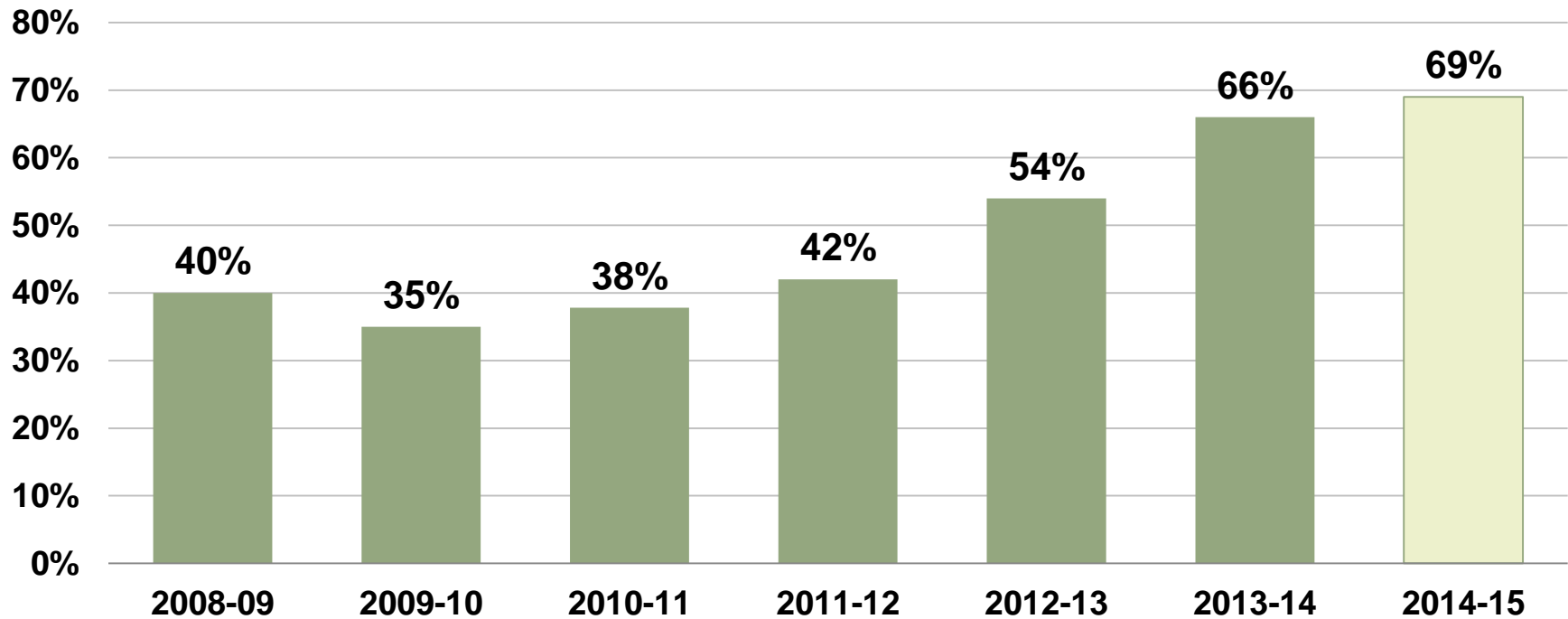
Enrolment in Dual Credits, 2007-08 to 2014-15



% Actuals vs Approved, 2008-09 through 2014-15

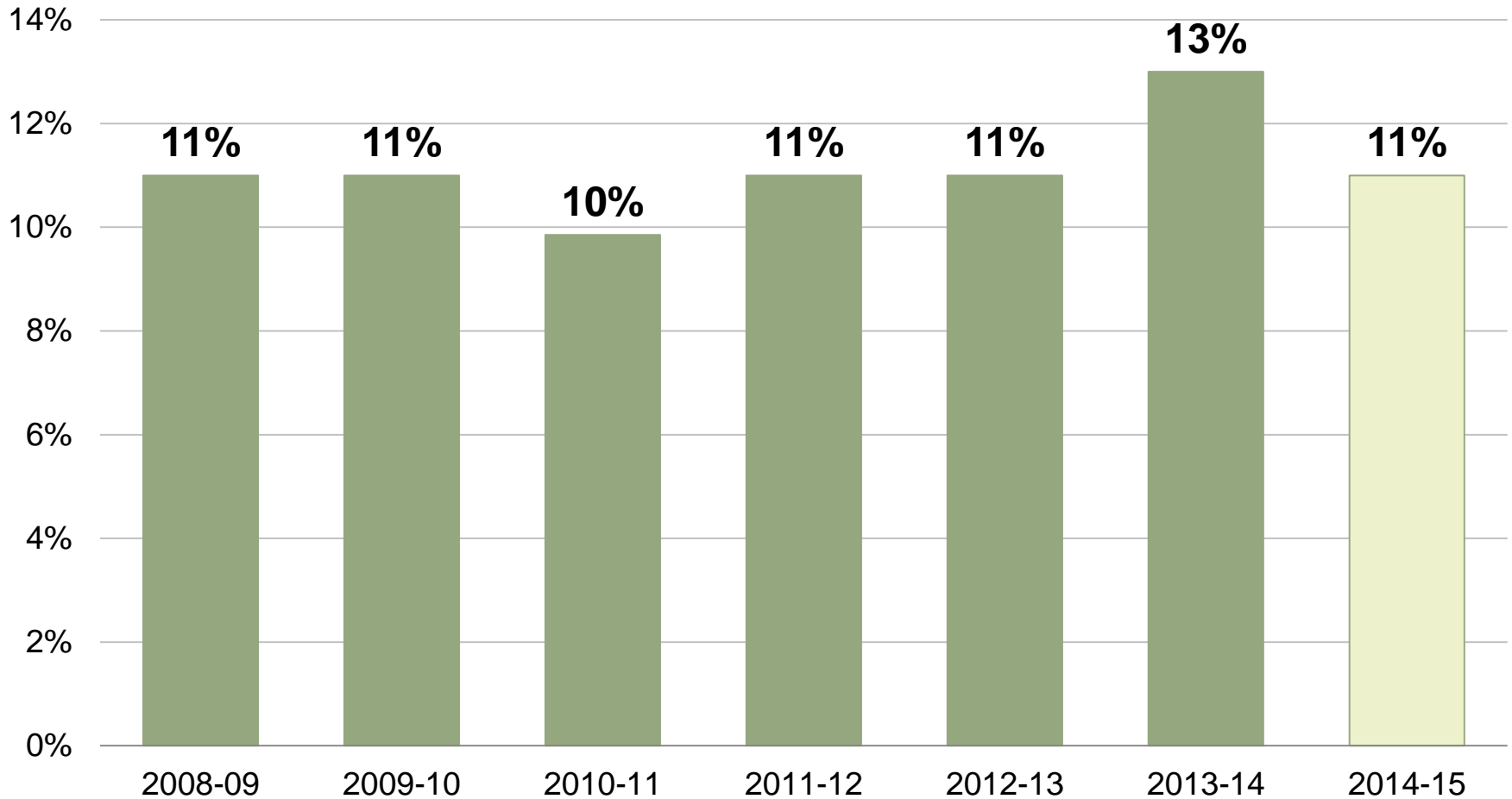


Percentage of Disengaged and Underachieving Students in Dual Credit Programs, 2008-09 through 2014-15

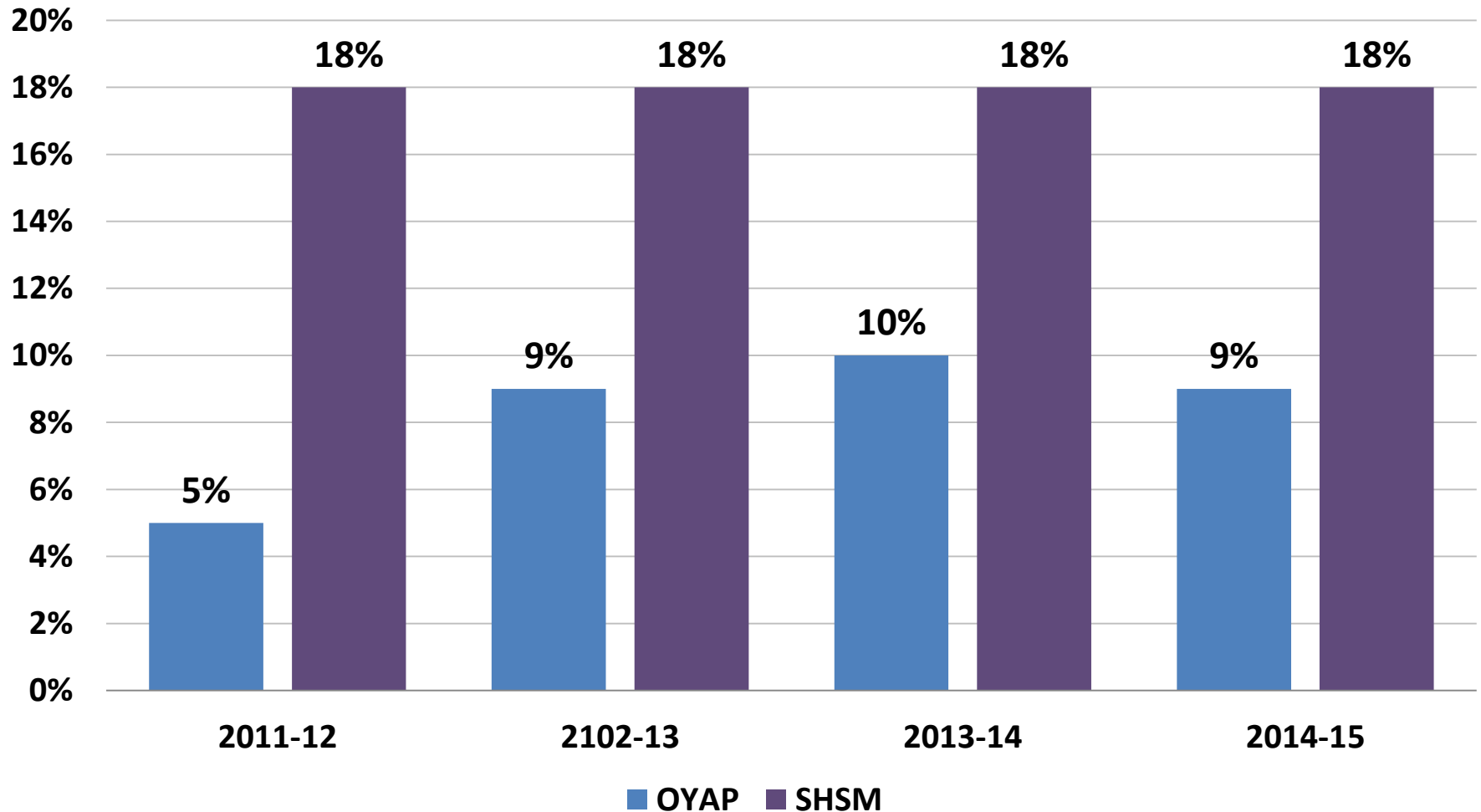


The primary focus is on students who face significant challenges in completing the requirements for graduation but have the potential to succeed. (*Dual Credit Program: Policy and Program Requirements 2013*, <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/DualCreditPro.pdf>)

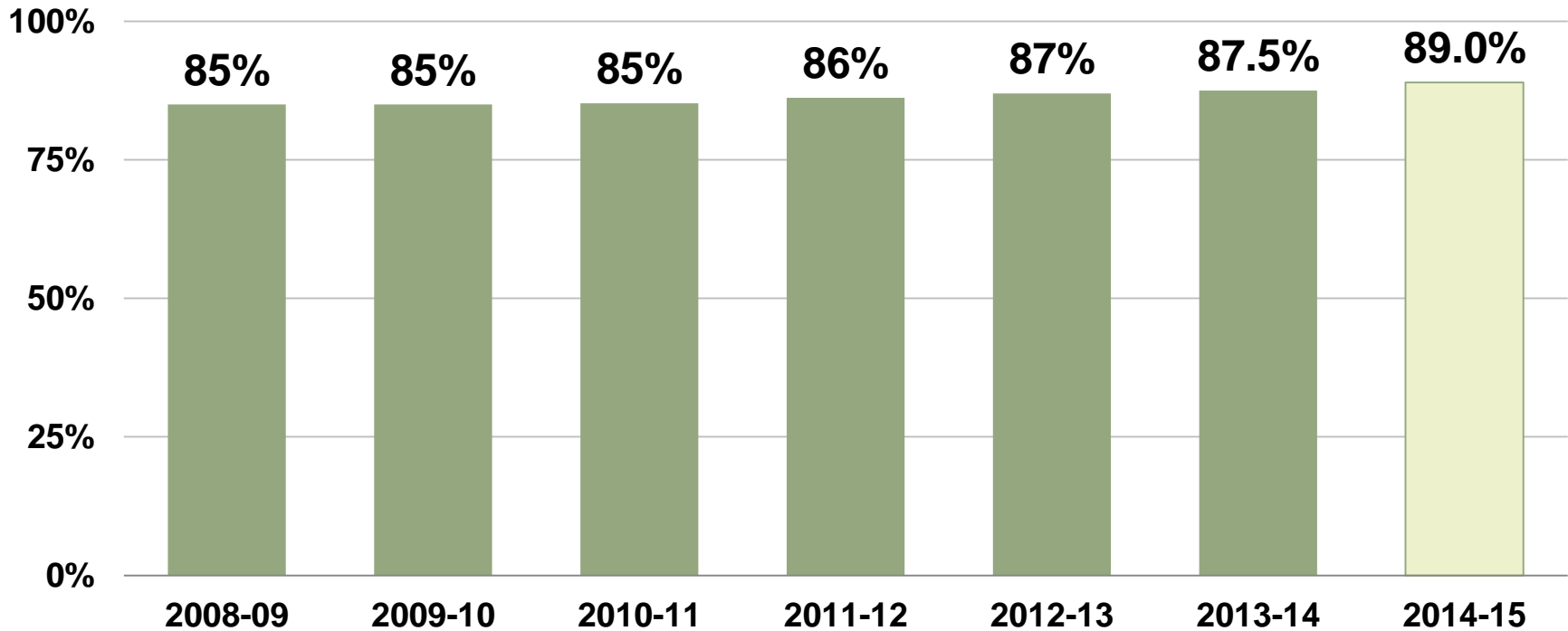
% Left School and Returned, 2008-09 through 2014-15



Participants by Target Group



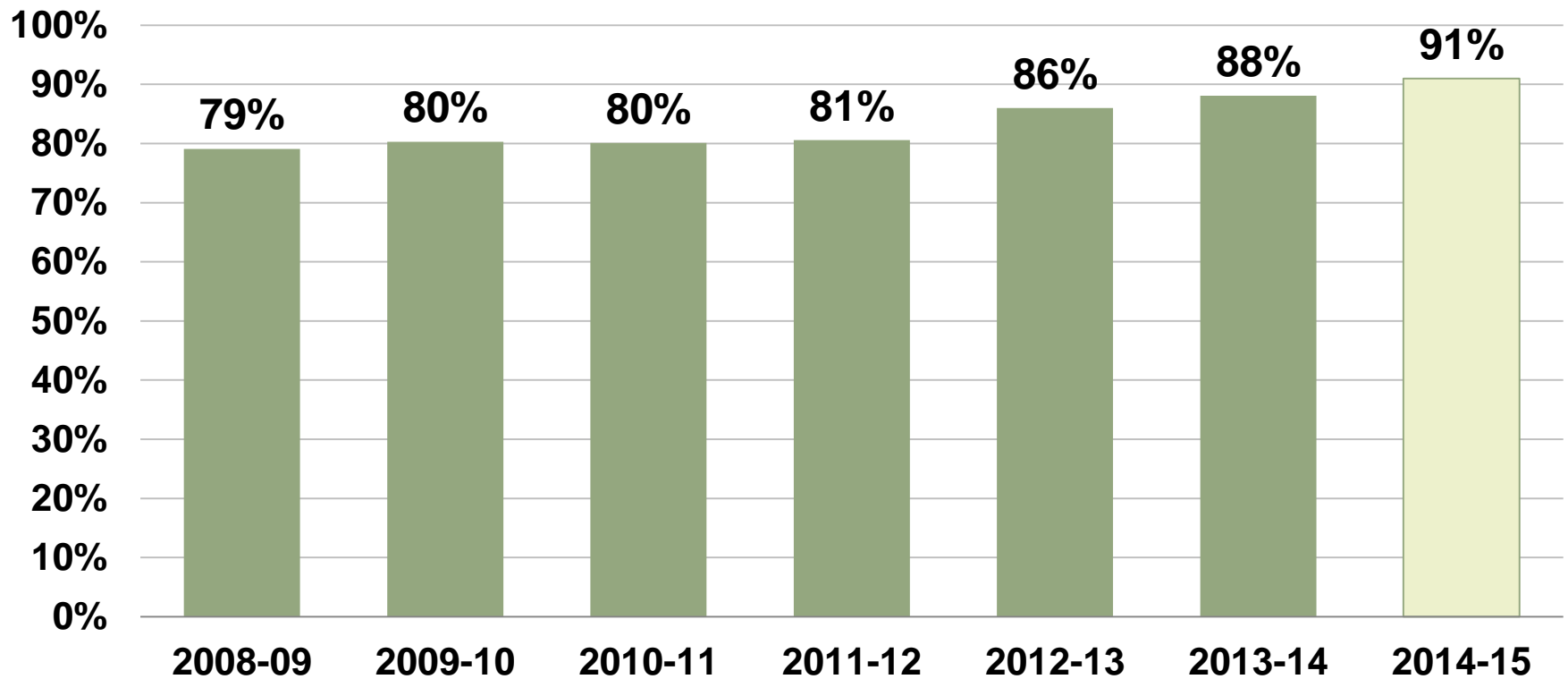
Retention Rate Percentage of Students Who Completed a Dual Credit, 2008-09 through 2014-15



Provincial Retention Rate and Success Rates by Dual Credit Approach, 2014-2015

Approach	Provincial Retention Rate 2014-15	Provincial Success Rate 2014-15
Team-taught at secondary school	91%	95%
Team-taught at college	88%	94%
Team-taught level 1 apprenticeship at secondary school	85%	87%
Team-taught level 1 apprenticeship at college	100%	100%
College-delivered course at college	88%	90%
College-delivered course at secondary school	92%	92%
College-delivered level 1 apprenticeship at college location	92%	90%
College-delivered level 1 apprenticeship at secondary school	95%	96%

Success Rate Percentage of Dual Credits Earned, 2008-09 through 2014-15

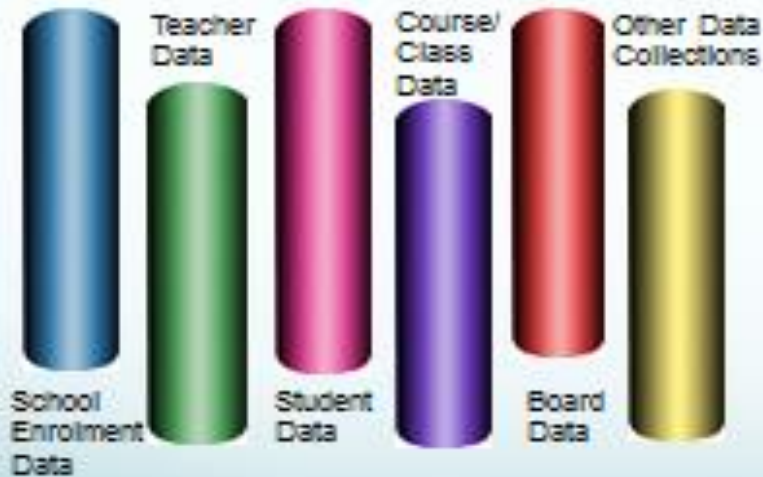


Success Rate (OnSIS) = 91%

Ontario School Information System (OnSIS)

OnSIS

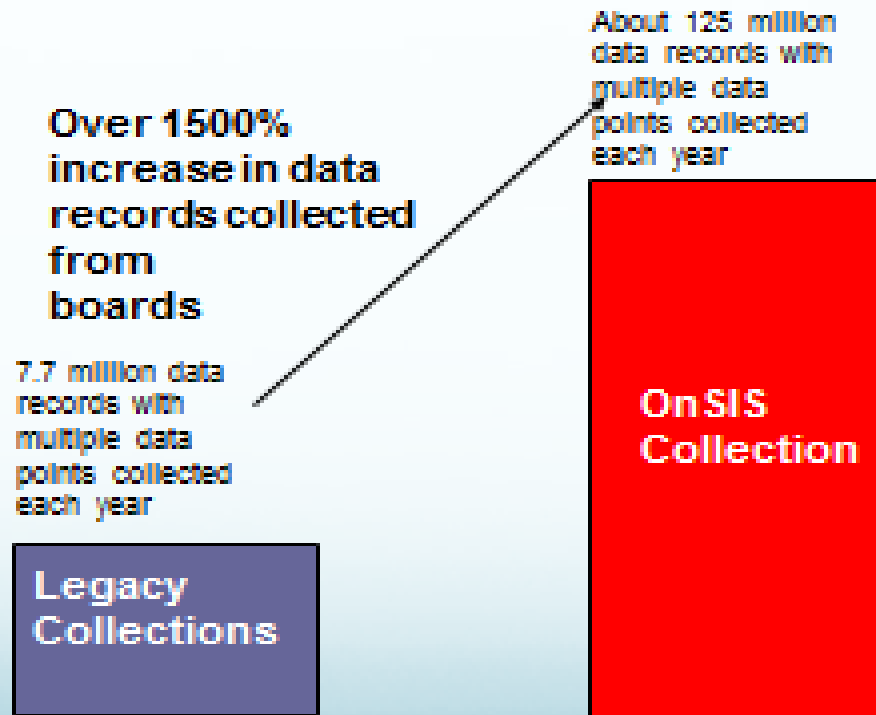
Legacy



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Ontario School Information System (OnSIS)

Increase in the quantity of data collected each year



Data Collections

There are 3 main data submission periods in OnSIS per academic year

- October, March, June
- Point in time collections as of a specific count date

There are additional data submissions throughout the year for specific areas.

- Suspension/Expulsion
- Night School
- Summer School
- Board Report
- Care, Treatment and Correctional Facility Course/Class Enrolment
- Technology in Schools

Data Sources

Board Data

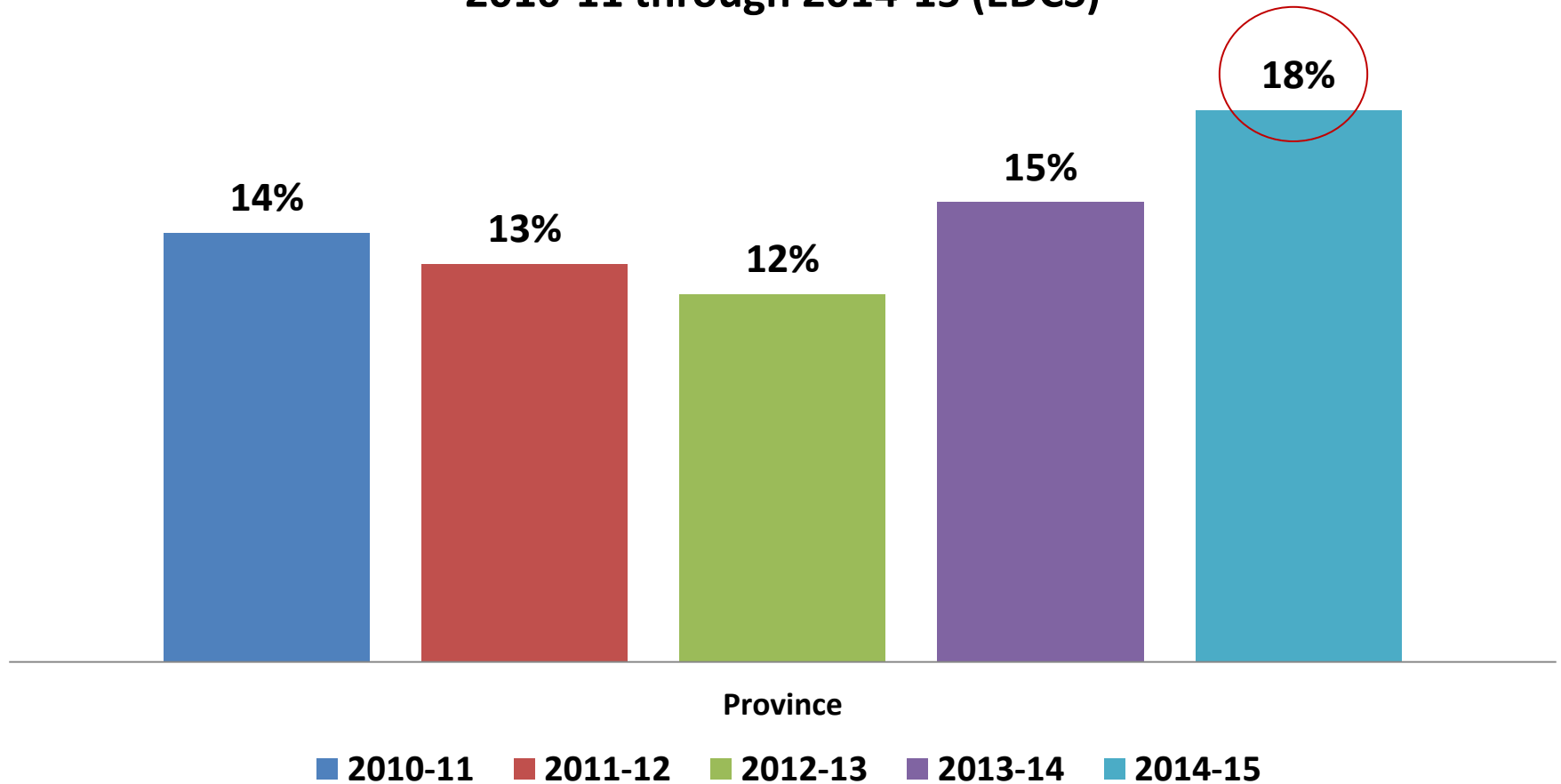
- Origin of data
- Historical data
- Current data
- Personalized
- Complete (attendance, full report card information, OSR, teacher knowledge)

VS

OnSIS

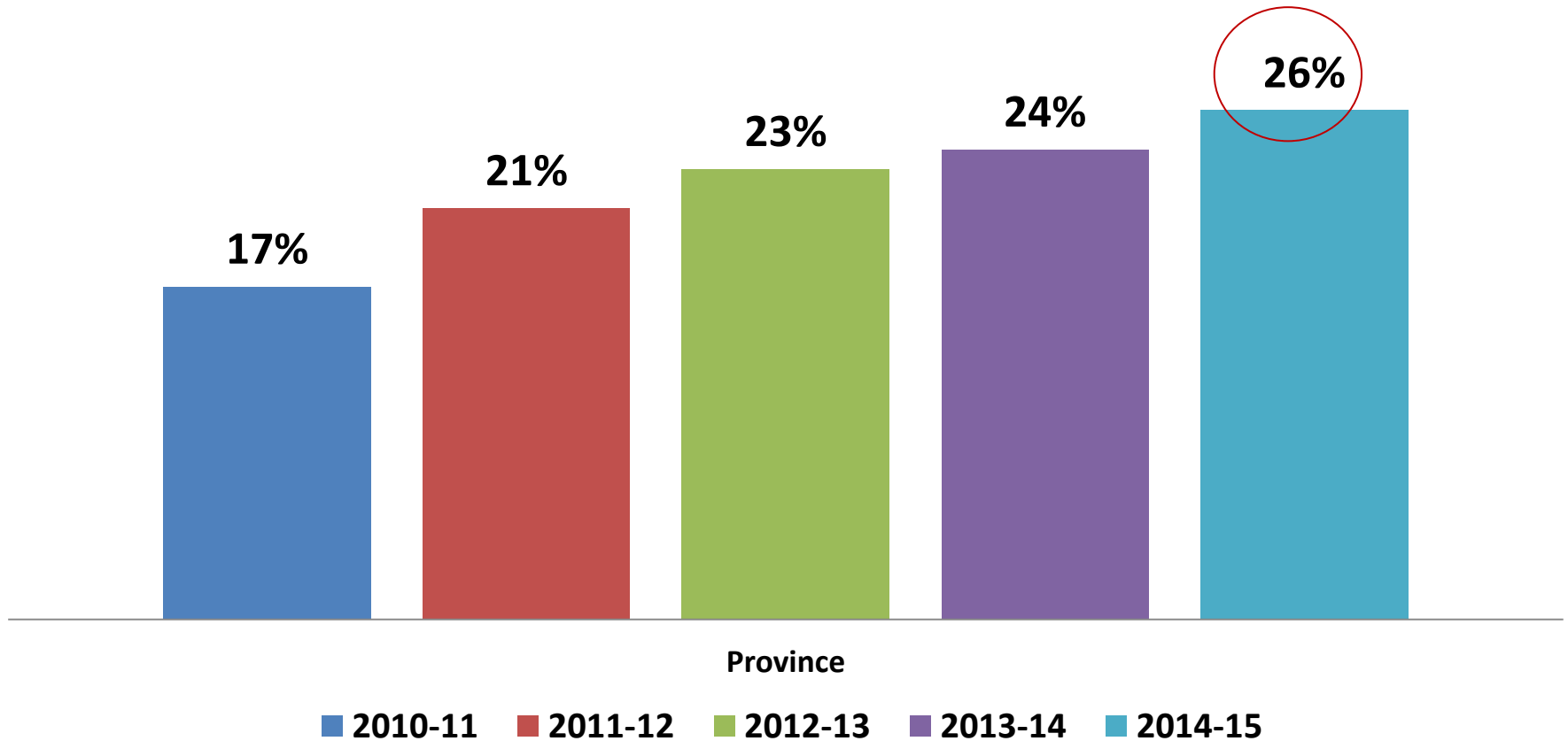
- Based on what is submitted by boards
- Only historical data
- Depersonalized
- A record of events
- Provincial aggregation

Students Identified Through an IPRC 2010-11 through 2014-15 (EDCS)



Students Identified Through an IPRC, OnSIS 2014-15 = 17%

Students With an IEP 2010-11 through 2014-15



Students With an IEP, OnSIS 2014-15 = 27%

Dual Credit Students Who Earned Their OSSD*, OnSIS 2014-15 (preliminary)

	Province	
	Number	Percentage
Students who earned their OSSD	7,948	56%

* Students who took a dual credit in 2014-15 and earned their OSSD by the end of 2014-15.

Source: Data is as reported by schools in the Ontario School Information System (OnSIS), 2014-2015 (Preliminary).

Data includes publicly funded schools only.



Post-secondary Application and Registration Data

Dual Credit Students Who Have Applied to go to College

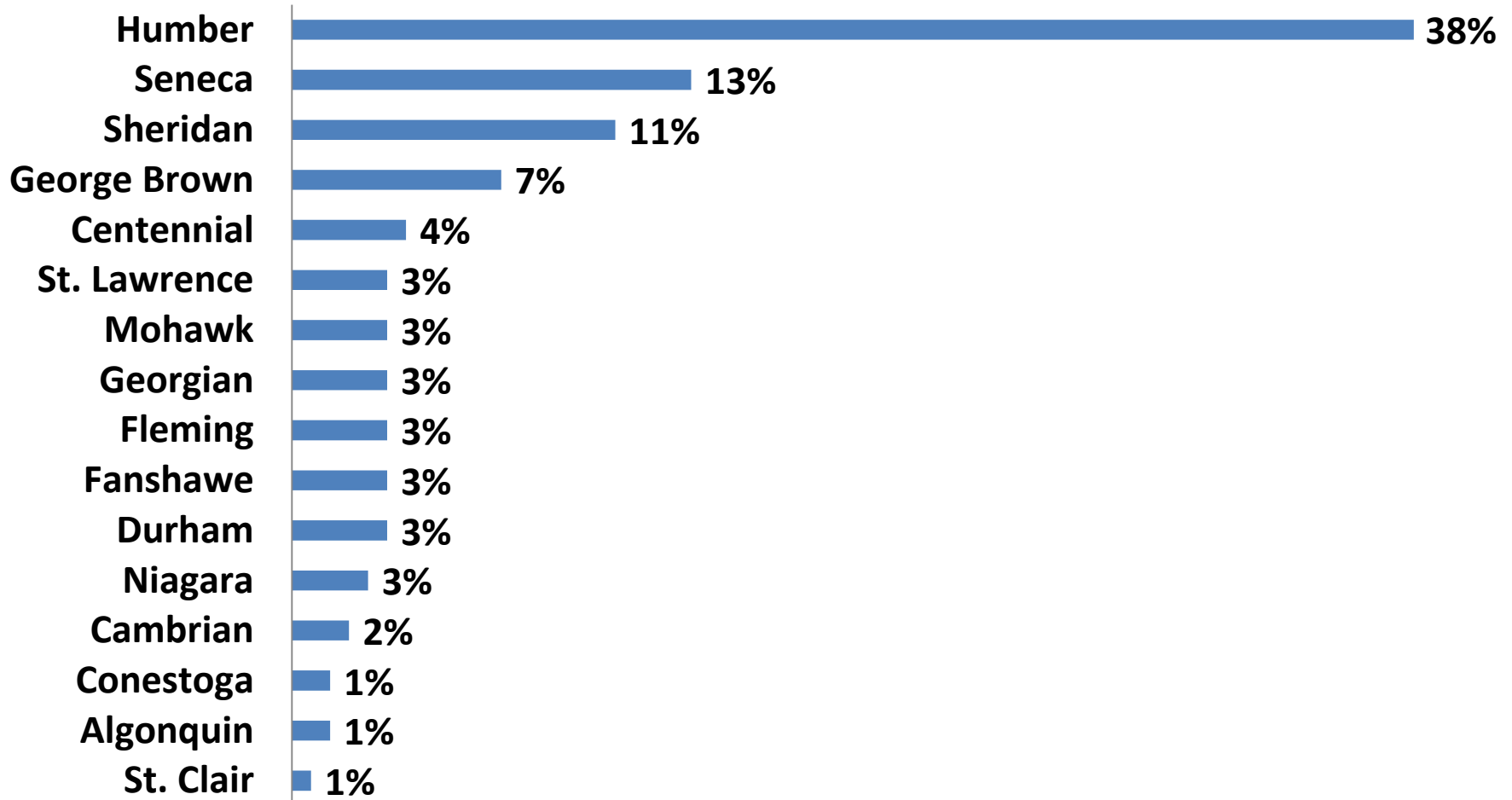
Province	2009-10 Dual Credit Students	2010-11 Dual Credit Students	2011-12 Dual Credit Students	2012-13 Dual Credit Students	2013-14 Dual Credit Students
After 1 Year*	1,473	2,458	3,358	4,118	4,377 (32%)
After 2 Years**	2,347	3,755	5,237	n/a	n/a
After 3 Years***	2,670	4,246	n/a	n/a	n/a
After 4 Years****	2,825	n/a	n/a	n/a	n/a
Total Number of Dual Credit Students					13,707

Conversion Rate - Percentage of Students Who Applied to and Registered in College by Year

Province	2009-10 Dual Credit Students	2010-11 Dual Credit Students	2011-12 Dual Credit Students	2012-13 Dual Credit Students	2013-14 Dual Credit Students
After 1 Year*	71%	75%	73%	65%	62%
After 2 Years**	79%	82%	76%	n/a	n/a
After 3 Years***	83%	85%	n/a	n/a	n/a
After 4 Years****	86%	n/a	n/a	n/a	n/a



Where Did Students Register?



Thank You

If you have any questions please feel free to contact us

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